

Understanding the Effectiveness of Conversation Pals Program

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Model of Evaluation: Stufflebeam's CIPP model
Instruments: Interviews, surveys, observation.

Stakeholders: Researcher & Evaluator



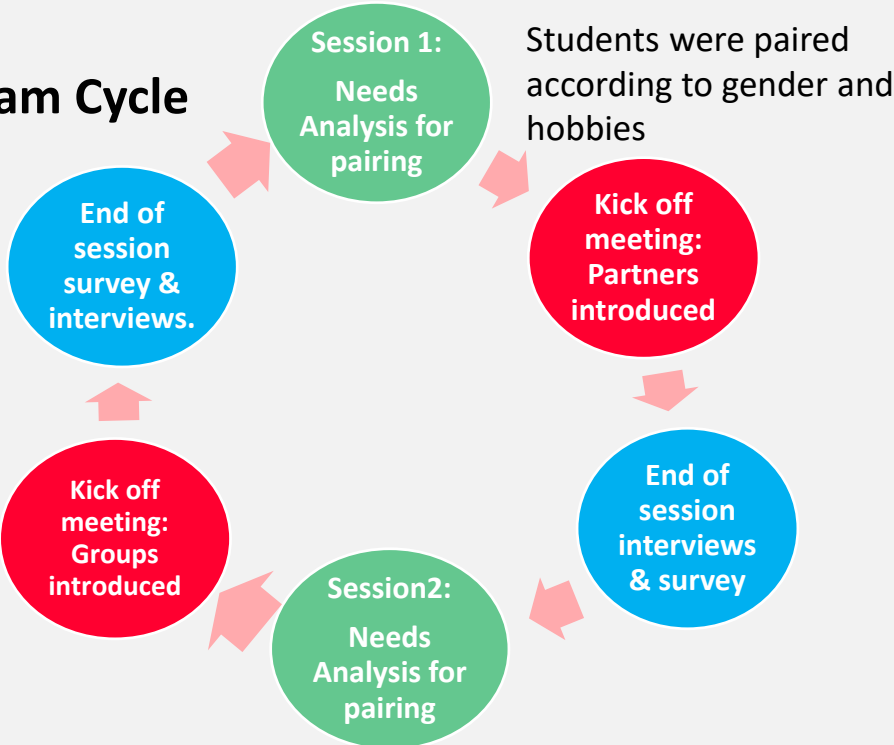
Design: Mixed Methods;
formative & Summative evaluation

Program Implementors:
IEI and MLC Faculty

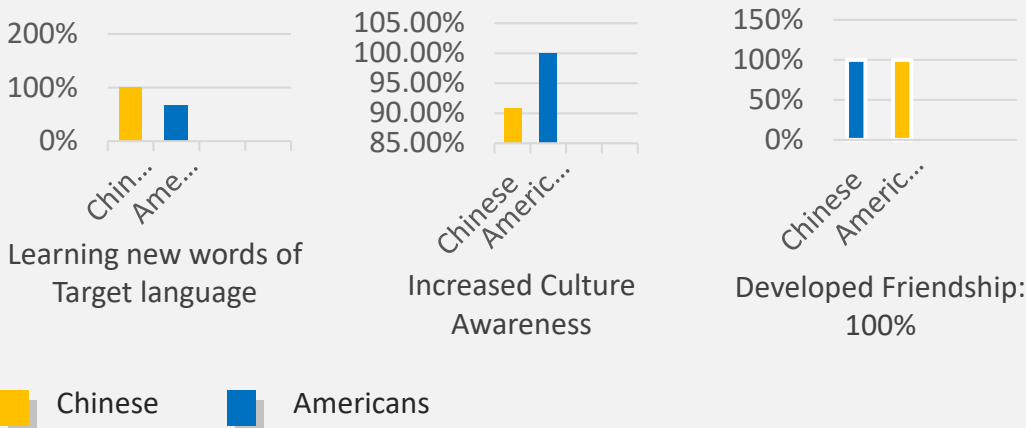
Abstract: This study evaluated the Conversation Pals program initiated by the Rinker Center for International Programs which connected the level 3 Chinese students in the Intensive English Institute (IEI) and the American students enrolled in Chinese 201 to raise the awareness of target language and culture through a series of activities designed by their instructors. Through this study we wanted to learn how this program can be mutually beneficial to both groups of learners and help overcome some of the language and culture barriers to communication. Findings of Session 1 evaluation showed that the participants increased their level of confidence, as well as target language and culture awareness while developing a friendship with their conversation partner.

Evaluation Questions: What contextual factors have the greatest bearing on the success or failure of the program?
What's the influence of the program on the language learning and cultural awareness of the participating youth?
What percentage of the students reported a positive influence of the program on their language learning and cultural awareness?
To what extent were the goals of the program achieved?

Program Cycle



End of Session 1: Student Survey Data

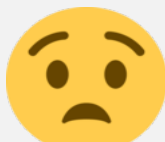


Session 1: Round 1 of implementation

Attitudes in Pre intervention Kick off meeting:

Chinese Participant

I am scared!



American Participant

It's okay! So are we!

Post Kick off interview: More time should be spent Conversation partner in the meeting instead of meeting the whole other class.

RESULTS: Change in Attitude as expressed in post-interviews & survey

I loved my conversation partner



American Students

They are so interesting, I Learned Colloquial language



Chinese Students

Americans are warm and friendly

Americans are always smiling

Informed decisions for Session 2

RECOMMENDATIONS:

- Teach the difference between colloquial & academic language.
- Teach more of the survival language.
- For future collaborations clearly lay out mission and goals for the program to all stakeholders.
- Encourage Americans to practice more of the target language.

- Larger Groups to make meeting easier.

- More time spend with conversation groups in the 2nd Session Kick off meeting

- Expanding the program for Japanese students in IEI class

References:

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